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ABSTRACT

This booklet is intended to guide school board members in the development of procedures for the selection of a school superintendent. The authors discuss a 12-step sequence for board members to follow in soliciting, evaluating, and, hiring a superintendent. These steps include 1) designating a consultant, 2) analyzing the district and its goals, 3) establishing job qualifications, 4) establishing a timetable, 5) assigning responsibilities, 6) adopting a budget, 7) soliciting candidates, 8) screening applicants, 9) interviewing candidates, 10) visiting finalists' districts, 11) making a selection, and 12) announcing the appointment. The appendix contains examples of candidate preference criteria, an application form, candidate evaluation forms, and form letters that might be used at different stages in the recruitment and selection process. (JG)

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FIRST AID KIT

for the

SUPERINTENDENT SELECTION PROCESS

EA 009 249

Washington State School Directors' Association

200 E. Union, Olympia, Wa. 98501 / 206 753-3305

February, 1977

Dear School Board Member:

Selecting a superintendent is probably the most significant action a school board is called upon to take. You as a board member may face this task only once, but your decision may very well be the most important one you will have to make for your schools.

The selection of a superintendent is a task that demands much time and effort, but it is time and effort well spent when the result is a smooth-running school system under the active leadership of an able superintendent. The educational welfare of the children in your community depends upon your selection of an effective administrator.

When your board faces this task, it is important that ethical and orderly procedures be followed. The confidential nature of applications should be respected, and likewise, the board should also expect all applicants to observe the highest type of ethical and professional conduct. A systematic procedure for selection may require several months of careful planning and well-organized steps in screening the best qualified candidates available to the district.

The material that follows is designed to serve as a guide to board members in the development of procedures for the selection of a school superintendent. These are only suggestions but, if followed carefully and adapted to the local situation, your selection process will be a smoother one.

The original material for this booklet was prepared by Dr. Ivan L. Settles from the University of Washington and Robert G. Weller from Washinton State University. We are indebted to them for their contribution in the development of a responsible course of action for boards to use in undertaking the selection of a superintendent.

For additional information, please feel free to contact either the Washington State School Directors' Association or the Washington Association of School Administrators at 200 E. Union Avenue, Olympia. Telephone (Area 206) 753-3305.

$2.00

Sincerely,

Charles R. Marshall

Dr. Charles R. Marshall
WSSDA Executive Secretary

SO YOU'RE GOING TO SELECT A NEW SUPERINTENDENT

The future of the school district and, therefore, the welfare of thousands of school children is intimately related to the quality of administrative leadership in the district. The purpose of the following procedures is to assure:

1. An exhaustive search for candidates so that the board has a wide choice from among the most qualified people available.

2. That the search and selective procedures are conducted in an orderly and expeditious manner.

3. That the board uses professional advice and counsel in deciding on and implementing selection procedures.

4. That the board retains its responsibility to make the final selection.

1. Designate a Consultant

The process of selecting a superintendent is very demanding on both the time and competency of the persons making the selection. For this reason boards should seriously consider the use of a consultant or consultants.

A consultant can help outline procedures, provide answers to the questions that arise as a board considers the task of selecting a new superintendent, and insure that the board is kept informed about the progress of the recruitment and selection process. This person serves as an advisor and does not select the new superintendent.

A letter or telephone call to any of the following individuals will provide information about the services available, procedures to be followed and possible costs.

WASHINGTON STATE SCHOOL DIRECTORS' ASSOCIATION
Executive Secretary
200 East Union Avenue
Olympia, Washington 98501
(206) 753-3305

WASHINGTON ASSOCIATION OF SCHOOL ADMINISTRATORS
Executive Secretary
200 East Union Avenue
Olympia, Washington 98501
(206) 943-5717

UNIVERSITY OF WASHINGTON

Director
Placement Center
301 Loew Hall, PH-30
University of Washington
Seattle, Washington 98195
(206) 543-9103

Dean
College of Education
210 Miller Hall, DQ-12
University of Washington
Seattle, Washington 98195
(206) 543-5390

WASHINGTON STATE UNIVERSITY

Director for Educational Placement
Placement Bureau
Washington State University
Pullman, Washington 99163
(509) 335-2541

Dean
College of Education
Cleveland Hall
Washington State University
Pullman, Washington 99163
(509) 335-4854

You can expect consultants to provide you with a well-screened set of final candidates to consider while reducing the time it would take for you to complete a productive, well-planned selection process. Consultants should not be expected to do more than advise. The board alone must make the final selection, but they should not ignore the advice of the consultant they have hired to assist them.

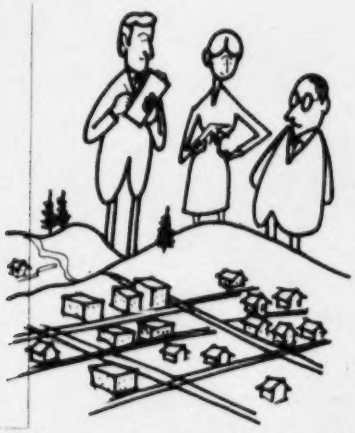
2. Analyze the District and Identify Goals

One of the first steps in the procedure for selecting a new superintendent is for the board members to study, or analyze, their community and to determine the educational goals of their school system. Ideally this is a continuing process and not undertaken only when a board finds itself in search of a superintendent.

To analyze your school district, consider building needs, budget, organization or reorganization of the district, special problems, educational programs offered, staff, general philosophy and objectives of the district. It will prove to be time well spent if the board completely familiarizes itself with the factors which make up the school district. This will help the board bring into focus the type of man or woman needed to fill its top administrative position. It will also prepare the board to answer those questions a competent candidate will surely want to ask

about the school system.

The value of identifying the educational goals of the district is



self-evident. How else will the board determine the necessary qualifications needed by the new superintendent? This can also form the basis for future evaluations of his or her progress on the job.

3. Establish Qualifications

Devoting time to determining the qualifications the board wants in the new superintendent will simplify and hasten the selection process. The abilities and background required to give educational leadership in the specific situation should be brought into sharp focus. No two boards will wish to use the same lists because conditions differ with boards, communities and school systems.

What the board, the school and the community expect in the way of leadership from the superintendent need to be identified. Developing a greater unity of purpose and clearer understanding of expectations will help the board and applicants understand each other and the requirements of the job to be filled.

There should be general agreement among board members on such matters as the role of the superintendent, the special educational needs of the community which require leadership, the unique responsibilities of the superintendent in the local community, the specific expectations of the board, fringe benefits which will be offered, personal characteristics, educational preparation, and educational experience. A suggested form for use in this process is presented in Appendix A.

Based on the decisions of the board regarding desirable qualifications, prepare a job description of the superintendent's position in your district. This should include, but not be limited to, such items as:

a) leadership responsibilities

b) responsibilities for staffing the school

c) responsibilities for business administration

d) responsibilities in curriculum development

e) responsibilities in school-community relationships

f) responsibilities in school plant and facilities

Some of the characteristics you may want to consider when you establish the qualifications of your new superintendent:

Leadership He/she inspires teamwork, maintains high morale, directs the school system toward given objectives, and helps others grow on the job. The community sees the superintendent as an educational leader, and the superintendent raises community expectations of its schools.

Scholarship He/she is scholarly and analytical but not pedantic: is widely read and understands the need for empirical support for recommendations; keeps abreast of current educational trends.

Judgment The superintendent's actions and decisions reflect knowledge and use of common sense.

Alertness The superintendent is intellectually and intuitively able to interpret and respond effectively to new conditions, situations, problems and opportunities as they arise.

Initiative He/she can originate and/or develop ideas and "sell" them to board and staff.

Cooperation He/she has the ability and desire to work with others in a team situation; authority, role and power are not his/her paramount considerations.

Drive The superintendent's continuing urge is to improve the educational program without frightening others.

Self-confidence He/she's self-reliant and tactful.

Communications The superintendent expresses him/herself clearly and concisely as a writer and speaker.

Flexibility He/she adapts to new situations and does not regard his/her own opinion as inviolate.

Stability The superintendent remains calm and poised under pressure; he/she appreciates, but is not bound by, tradition and custom.

Reliability He/she performs according to promise on matters within his/her control.

(This list of personal characteristics was prepared by Charles W. Fowler for the American School Board Journal.)

4. Establish a Timetable

Although there must be some flexibility, the board should determine a deadline schedule and hold to it. Some of the questions which must be considered in setting up the timetable are:

a) When will the vacancy be announced officially?

b) What will be the last date to accept applications?

c) When will the initial screening be completed?

d) When will interviews be held in the district?

e) When will visits be made to finalists' districts?

f) When will the new superintendent's selection be announced?

g) When will the new superintendent report for duty?

5. Assign Responsibilities

In addition to planning their selection process carefully, the school board must just as carefully assign responsibility for each step in the process to a specific individual or group. Boards which have had experience in hiring administrators suggest the appointment of a coordinator who is directly responsible to the board.

The following form can be adapted to your local situation and used as a record of who is to do what. Add or subtract activities as your situation dictates.

ROLE RESPONSIBILITY IN THE SUPERINTENDENT SELECTION PROCESS

Directions: Place the name of the person or persons who have responsibility for the activity in the appropriate box or boxes.

Indicate starting and completion dates for each activity.

ACTIVITY	RESPONSIBILITY ASSIGNED TO					
	School Board	Admin.	Faculty	Community	Screen Com.	Consult.
Establish procedures, budget and a time line for the selection process. Start_____Complete_____						
Develop written criteria to be used in the selection process including a description of desired experience and education. Start_____Complete_____						
Identify short-and long-range district goals. Start_____Complete_____						
Write, design, print and mail brochure based on 1 and 2 above together with publicity release. Start_____Complete_____						
Acknowledge applications and organize candidates' materials into packets. Start_____Complete_____						
Initial screening by carefully selected team or by an experienced agent of the board. Start_____Complete_____						
Second screening and inquiries made to applicant's most recent employers. Start_____Complete_____						
Tour of schools and area. Start_____Complete_____						
Interviews Start_____Complete_____						
Visit finalists' districts--make final selection and appointment. Start_____Complete_____						
Appointment notices mailed to all concerned--release local publicity. Start_____Complete_____						

6. Adopt a Budget

The size of your selection process budget will be determined by the number and quality of applications, the use of consultants and screeners, and the procedures you use in screening by telephone and visitation. Your budget should include money for the following items:

a) brochures or announcements

b) stamps, stationery, and envelopes

c) telephone calls

d) visitation to finalists' districts

e) consultant and screener fees

f) secretarial help if you do not plan to use the central office secretarial help.

7. Announce the Vacancy and Solicit Candidates

Upon completion of the tasks described, the board should actively seek out candidates. Research among school boards which have been involved in selecting a superintendent shows that those which seek their applicants from a wide geographic area are most likely to be satisfied with the "over-all performance" of the man or woman they hire.

You will want to prepare a brochure or flyer describing the vacancy in your school district. Include in this publication such information as:

a) criteria to be used in selection

b) basic job specifications

c) timetable

d) salary range or minimum

e) directions for applying

f) information concerning the school system and community

Sample brochures and flyers are on file in the office of the Washington State School Directors' Association and are available on a loan basis.

A chief source for locating candidates is the placement offices of colleges and universities which prepare educational administrators. Placement officers and university staff members working with administrators know their candidates and will recommend those best qualified if requested to do so by a local board of education.

NORTHWEST PLACEMENT OFFICES

Education Placement Director
Placement Center
301 Loew Hall FH-30
University of Washington
Seattle, WA 98195
206 543-9103

Education Placement Director
University Placement Service
University of Oregon
P.O. Box 3235
Eugene, OR 97403
503 686-3235

Education Placement Director
Career Planning and Placement
University of Idaho
Moscow, Idaho 83843
208 882-3511

Education Placement Director
Graduate Placement Center
University of Montana
Missoula, MT 59801
406 243-5112

Education Placement Director
Placement Bureau
Washington State University
Pullman, WA 99163
509 335-2541

Education Placement Director
Office of Education Placement
Oregon State University
108 Benton Hall
Corvallis, OR 97331
503 754-1085

Education Placement Director
Idaho State University
Student Union, Box 108
Pocatello, ID 83201
801 236-2380

Education Placement Director
Placement Office
Montana State University
Room 242 Reid Hall
Bozeman, MT 59715
406 587-3121

The following schools do not have superintendent preparation programs but on occasion they have qualified candidates:

Education Placement Director
Placement Office
Central Washington State College
Ellensburg, WA 98926

Education Placement Director
Teacher Placement Office
Pacific Lutheran University
Tacoma, WA 98447

Education Placement Director
Placement Office
Western Washington State College
Bellingham, WA 98225

Education Placement Director
Placement Office
Eastern Washington State College
Cheney, WA 99004

Education Placement Director
Placement Bureau
University of Puget Sound
Tacoma, WA 98416

Education Placement Director
Teacher Placement
Seattle University
Seattle, WA 98122

OTHER PACIFIC "8" PLACEMENT OFFICES

Education Placement Director
Educational Career Services
Room 8 North Gate Hall
University of California
Berkeley, CA 94720
415 652-1042

Education Placement Director
Office of Educational Career Services
University of California at L.A.
405 Hilgard Avenue
Los Angeles, CA 90024
213 825-2136

Education Placement Director
Educational Placement Office
University of Southern California
Los Angeles, CA 90007
213 746-2773

Education Placement Director
Placement Service
White Memorial Plaza
Stanford University
Stanford, CA 94305
415 321-2300 ex. 2363

NATIONAL PLACEMENT OFFICES

Education Placement Director
Placement Office
Harvard Graduate School of Education
Longfellow Hall, Appian Way
Cambridge, MA 02138
617 495-3427

Education Placement Director
Office of Placement
Teachers College, Columbia University
525 West 120th Street
New York, NY 10027
212 870-4322

Education Placement Director
Educational Personnel Placement
176 Arps Hall
1945 North High Street
Ohio State University
Columbus, Ohio 43230
614 293-2741

Education Placement Director
Career Counseling and Placement
University of Chicago
5706 South University Avenue
Chicago, IL 60637
312 753-3281

Education Placement Director
Teacher Placement Service
2617 Speedway Suite 203
University of Texas
Austin, Texas 78712
512 471-3552

Education Placement Director
Placement Services
905 Asp Avenue
University of Oklahoma
Norman, OK 73069
405 325-1974

Education Placement Director
Teacher Placement Division
Room 106, Teachers College Building
University of Nebraska
Lincoln, Nebraska 68508
402 472-2213

Education Placement Director
Career Planning & Placement Center
G-22 Reitz Union
University of Florida
Gainesville, Florida 32601
904 392-1601

Placement Center
University of Northern Colorado L-115
Greeley, Colorado 80631

Career Planning & Placement
3200 Student Activities Building
University of Michigan
Ann Arbor, Michigan 48104

Generally, placement bureaus recommend only those administrators who have done graduate work at that particular university since those men or women are best known to the university staff. Consequently, it is advisable to contact several such university placement offices to insure the broadest possible slate of qualified candidates. A sample letter announcing the vacancy is included in Appendix C.

Don't overlook possible candidates already on your staff. The little extra time it takes for one of your board members to privately call upon each of the assistants in your system eligible for consideration and explain the selection process will more than pay off in good will.

A public announcement through the news media of the search for a superintendent is appropriate and should include the following information:

a) notice of the superintendent's resignation and the fact that a vacancy exists,

b) effective date of the resignation,

c) name and address of person to whom all correspondence concerning the superintendency should be directed,

d) procedure to be used to make application (i.e. requesting application forms or recommendation by a university placement office), and

e) the deadline for filing applications.

If your superintendent is retiring, offer the news media a brief history of his or her career in education. If he/she is resigning to assume a new position, tell what that position is and where.

By all means, conduct an active search for desirable candidates rather than wait for them to appear. Frequently the best candidate is one who may not apply on his or her own volition.

And don't forget to send notices of the vacancy to the Washington State School Directors' Association, Washington Association of School Administrators and the Office of the Superintendent of Public Instruction.

8. Screen Applications

Most vacancies will attract several candidates. However, everyone who applies or is recommended for the position may not meet the qualifications as established by the board of education. Consultants on the screening committee are extremely helpful in reviewing each application and selecting the top candidates for the board to interview.

All persons involved in the recruitment and selection process must honor the confidentiality of the information to which they have access. At no time should the names of applicants, contents of placement files, application letters, or other information gathered through telephone calls and interviews be handled in any except the most ethical manner.

All candidates deserve prompt replies to their letters of application, and a suggested format for such a letter is included in Appendix C. You may wish to include with this letter some school district and/or Chamber of Commerce brochures.

As applications begin to arrive, a file should be made of each candidate's materials. One method is to file each person's application alphabetically in a manila envelope with the following information on the outside. As personnel read the packet, they initial for a check off.

CANDIDATE APPLICATION PACKET _____
(manila envelope) (applicant's name)

SCREENING COMMITTEE:
_____
_____
_____

SCHOOL DIRECTORS:
_____
_____
_____
_____
_____

Letter of application _____
Application form _____
Placement file _____
Physical exam _____
Other _____
Phone calls to references and date of calls
_____
_____
_____
_____

When the initial screening is completed, you will have a group of top candidates whom you should contact to tell of your interest in them (See Appendix C). This alerts these candidates to notify their references that they may be contacted.

Additional screening of the candidates will produce the four to six finalists who appear to meet all established criteria. These are the persons you will want to invite for personal interviews. To interview more than this generally wastes the time and energy of both the board and the candidates.

Contact the finalists to establish convenient times for the interviews (See Appendix C), and send them additional materials about your school district such as the budget and district policies. Also, if you

wish, this is the time to request a physical examination by the candidate's physician. A sample form is included in Appendix C. Appendix D is a supplemental evaluation form you may want to adapt and use to gain additional information about finalists, especially through telephone conversations with board members in their present school districts.

If an applicant lacks the qualities, experience, and education that you are seeking, it is kind and wise to send that person a letter thanking him/her for applying and notifying that person that he/she has been screened out. (See Appendix C)

9. Interview Candidates

It is both hospitable and wise for the board to help arrange for final candidates to visit in the district prior to their interviews. Someone, either a board member or an appointed representative, should be assigned to show each candidate around the schools and community.

Select the location for the interview carefully. You will want comfortable surroundings where there will be no telephone or other interruptions during the interview.

The interview should not be hurried. All board members should be present at all interviews, and should be prepared to listen actively to the candidate's answers and to offer answers to the candidate's questions.

You should allow time for discussion and evaluation. Following each interview, the candidate should be rated by each board member independently and privately before general discussion of the interview. (See Appendix E) Otherwise, one or two members may unduly influence the thinking of others.

You may wish to provide each finalist with a list of the major problems and/or goals of your district prior to the interview. This gives each candidate an opportunity to think through these problems and goals and arrive at the interview with possible solutions for your considerations.

Do your homework prior to the interview. Read and reread the candidate's letter of application, application form, placement file, and other information which has been collected. Look for things that match the criteria you established when you started your search for a superintendent. A word to the wise--don't be surprised if the initial reaction to the candidate does not match the glowing reports you have read about him. Most candidates walk on water only when there is a deck under their feet, just as you do.

Prior to the first interview, the board should meet and determine their interview procedures. Some boards prefer that the chairman ask all of the questions, however, that may give your candidate the feeling that the chairman dominates the board. You may prefer for each member to select certain questions to ask. Be sure someone takes notes concerning the candidate's answers. Each should share this note-taking responsibility.

At the beginning of the interview, be sure to welcome the candidate to your district. It will make the board look good if each member graciously introduces himself, indicating his occupation and length of service in connection with the schools.

After introductions have been made, an effective way to begin an interview is to ask the candidate to discuss his background, future plans and the reasons he is interested in becoming superintendent of the school system. Interviews should not be highly structured, but it is essential that they have enough design to ferret out information that might otherwise be missed.

At the end of the interview, thank the candidate for his kindness in taking time and interest to visit your district. You should also tell the candidate when you will make the final selection.

Did you remember to let the candidate ask questions, and did you discuss salary, length of contract, fringe benefits, and other specifics?

Keep in mind that how you impress the candidate is probably as important as how the candidate impresses you. Remember, you are not the only one doing the judging. You are being evaluated by the candidates. Wouldn't it be a shame to lose the candidate you really want because the board didn't impress the candidate! This happens, but not to board members who prepare for the interviews and conduct them in an open, honest atmosphere.

Following are questions you may find useful in preparing to interview candidates. Revise these questions to fit your district. Select at least four or five which you want all candidates to answer. This will give you a common measure of all finalists.

QUESTIONS FOR SUPERINTENDENT INTERVIEWS

A. Biographical and Self-Assessment

1. Please give a brief biographical sketch of yourself.
2. What do you consider to be your greatest administrative strengths?
3. What do you consider to be your most obvious administrative weaknesses?
4. Why are you interested in this position?

B. Board Relations

1. What would your reaction be if the board opposed something which you thought was educationally sound? What if the board proposed something which you thought was educationally unsound?
2. The board has a problem keeping abreast of curriculum developments in the district. How would you propose keeping the board informed in this area?
3. How would you expect to be evaluated?
4. How would you expect the board to help you?
5. How would you develop the agenda for board meetings?
6. How would you keep the board informed about what is happening in the district?

C. Finance

1. Our district's general fund annual budget is approximately $_____. How would you develop a budget?

Does the candidate reveal his philosophy through his method of budget development?

Does the candidate propose an incremental, line item, or program budget?

2. Our district submits to the voters an annual excess levy of approximately $_____. How would you organize a special levy campaign?

Whom does the candidate involve? The board? The staff? The community? The local education association? Is it a year-round or short-time effort?

What is the main thrust of the campaign the candidate outlines? Is it a threat that extracurricular activities will be cut if the levy fails or that a quality education program depends upon the levy?

3. If it should become necessary to cut the budget by 25 percent, how would you recommend that the district do it?

D. Philosophy of School Administration and Operation

1. What do you consider to be the most important duties of a superintendent?

2. Describe what you consider to be a desirable working relationship among the board, the superintendent, and other administrative officers.

3. What are the responsibilities of the superintendent and the board in the hiring of personnel?

4. What do you understand to be your responsibility towards providing professional educational leadership?

5. To what extent do you believe responsibilities can and should be delegated to principals? How do you expect them to account for delegated responsibility?

E. Community Relationships

1. What should be the role of the superintendent in developing community support for quality education, financial support in new programs for instruction?

2. What should be the responsibility of the board in developing community support for quality education, financial support in new programs for instruction?

3. How involved should a superintendent become in the civic affairs of the community?

F. Improvement of Instruction

1. What should be the superintendent's role for instruction and evaluation of the results?

2. How would you evaluate the instructional program?

G. Professional Improvement

1. What considerations about teacher and staff welfare do you believe the most important to a good school system?

2. Would you recommend relief time for teachers and administrators to take part in professional meetings and in curriculum development projects?

3. What is the role of the superintendent in stimulating the faculty toward professional growth and self-improvement?

H. Relationships with Teachers, Youth and Minority Groups

1. How would you propose to meet the rising militancy of teachers, youth and minority groups?

I. Professional Contributions

1. What would you consider to be your most outstanding accomplishments as an administrator?

2. How did you go about improving the educational program in a previous position?

3. What professional meetings would you hope to attend as superintendent?

J. Curriculum and In-Service

1. What committees do you feel should exist on a district-wide basis? Does the candidate mention: citizens' advisory committees? textbook adoption committees? subject area curriculum committees? special levy committees? evaluation of teaching committees?

2. We hear a lot about individualization of instruction. Can you speak to some of the pros and cons about individualizing instruction?

K. Building Program

1. How would you suggest our district develop a long-range building program?

L. Miscellaneous

1. What do you believe are some of the major trends in education today?

2. What professional meetings would you hope to attend as superintendent?

3. What periodicals do you read regularly?

4. What are some recent books that you have read?

5. When will you be able to begin if elected to this position?

6. Why are you interested in this position?

THINGS TO WATCH FOR DURING THE INTERVIEW

1. Does the candidate answer the question or does he/she reword the question and answer something else?

2. Does he/she talk a question to death? Does he/she give too many examples or draw so many variables into the situation that he/she avoids arriving at an answer?

3. Does the candidate have a sense of humor and of humility?

4. Does he/she deal realistically with your questions? Remember that the candidate probably does not know your community, political pressure groups within the community, and probably is answering from a theoretical framework rather than the reality from which you asked the question.

5. Is the candidate overly conservative or overly liberal?

6. Does the candidate take his/her cues from you before answering your questions?

7. Are you as board members giving the candidate nonverbal feedback?

8. Does the candidate sell him/herself to you? How?

9. Does the candidate fit the requirements for the position or have you been sold on the candidate's personality?

10. When given an opportunity to ask questions, does the candidate have some good questions to ask you?

11. If you have sent the candidate a copy of your district's budget

and personnel policies, did he/she do his/her homework prior to the interview?

12. Do you feel confident about this candidate's answers, personality, and leadership capacity?

13. Remember that a candidate who has been a superintendent may answer questions in a different way than a candidate who has never been a superintendent. Are you convinced that the candidate can put theory into application if you hire him/her?

10. Visit Finalists' Districts

After interviewing all finalists the board should reach a decision as to which candidates are worthy of further consideration. Visits to the communities and schools of the two or three remaining candidates by the entire board or a committee of the board will add more information, possibly reducing still further the margin of error in a final selection.

A board should not visit a candidate's school and community without first notifying him/her and receiving approval. The board, in visiting the candidate's community, should be very discreet and emphasize to individuals interviewed that "several excellent candidates" are being investigated. Don't do anything which might embarrass an unsuccessful candidate.

11. Make Selection

After the visitations, the board should hold a meeting to hear reports on the visitations and to again review the credentials of those who seem to be the best candidates. The discussion should center on the job description, qualifications and expectations in order to select the most outstanding candidate available. It is best to get a unanimous board decision on the final selection.

When the selection has been made, the board should come to some agreement regarding salary on the basis of qualifications, experience and

prior record of the candidate. Discuss the terms of the contract with the successful candidate and the procedure for announcing his/her appointment.

Before signing a contract, the finalist should have an opportunity to meet school administrators, key people in the community, and the officers of the local education association.

12. Announce the Appointment

Care should be taken to coordinate the announcement of the candidate's appointment with that of his/her resignation from the system he/she is leaving. Premature announcement of appointment, before a superintendent has been released from a contractural agreement with another board of education, causes much embarrassment to all parties. A written announcement should be issued simultaneously to all newspaper, radio and television stations--but not until the board of education has received formal, written acceptance of the contract by the new superintendent.

In deciding when to announce the appointment, consideration should be given to local news media deadlines. After you decide on a convenient location for the announcement to be made, invite all local news media representatives, including those from radio and television stations, daily and weekly newspapers, the school newspaper, and other community publications such as the shopping news. Decide if you want the new superintendent to be in town when the announcement is made, and have biographical data and her/his photograph prepared and available to the press.

Inform the school staff, management first, of the appointment prior to its release in the news media.

You're not quite done. Placement Centers and other organizations that you contacted about your vacancy do a lot of work in your behalf. When you make your selection, these groups should be informed. (See Appendix C)

Also, those unsuccessful candidates you interviewed are still outstanding men and women and for some other district each will be the right candidate. Return all papers, post haste, informing them of your final selection.

Having selected the best man or woman available for the superintendency, the board's responsibility does not cease. It is rare indeed when the new superintendent fully measures up to each of the criteria established by the board. The selection is made, in most instances, after some compromise of qualifications. It is essential that the board provide for the evaluation of the new superintendent's performance after a reasonable length of time on the job. The criteria drawn up by the board for use in the initial selection of the superintendent is an excellent basis for evaluation. These criteria, when clearly understood by the board and superintendent, provide a framework for evaluation and appraisal of the superintendent's

record in the school district.

It is a fallacy to assume that even the experienced superintendent is tooled-up to perfection. In hiring a new chief administrator, the board should make clear that it expects the superintendent to continue to grow through attendance at appropriate conferences, seminars and clinics. Regardless of previous experience, the superintendent will have problems of adjustment to a new position, and the board of education of a school district bears a responsibility to provide for continuing in-service growth.

The board which chooses its chief administrator wisely, compensates him/her as well as possible, and encourages his/her constant growth will find that a new person at the helm can mean exciting days ahead for the district's school children and staff.

SUPERINTENDENT PREFERENCE CRITERIA

(for the board to prepare and forward to its screening committee)

DIRECTIONS: Please indicate your feelings about the following items by marking an "X" in the column which best indicates how much importance should be placed upon that item when screening and selecting your new superintendent. The scale reads from high importance (1) to little or no importance (5). Marking a 1 indicates that the item is extremely important to you. Marking a 5 indicates the item has no importance to you.

ITEM	1	2	3	4	5
1. Was raised, or had previous work experience, in a community similar to ours.					
2. Has been a superintendent in a smaller district.					
3. Has been a superintendent in a district our size or larger.					
4. Has been an assistant superintendent in a district larger than ours.					
5. Has been a successful elementary or secondary principal in a district our size or larger.					
6. Has had experience as an educator in the State of Washington.					
7. Has a doctor's degree.					
8. Marital status.					
9. Has school-aged children.					
10. Is 50 years of age or older.					
11. Is between 40 and 50 years of age.					

ITEM	1	2	3	4	5
12. Is between 30 and 40 years of age.					
13. Is under 30 years of age.					
14. Never smokes.					
15. Never uses alcohol.					
16. Is an outstanding public speaker.					
17. Has the skills of educational leadership to the extent that larger school districts will try to hire him/her after 3 or 4 years here.					
18. Is able to be at ease with all persons in the community and to make others feel at ease when talking with him/her.					
19. Attends church every week.					
20. Exhibits experise in understanding of school programs and new curriculum and instructional approaches.					
21. Exhibits expertise in school finance and in the management of the business affairs of the school district.					
22. Exhibits expertise in getting staff, students, parents and community to work together to provide an outstanding educational program.					
23. Has been active in WASA, Phi Delta Kappa or other professional associations.					

ITEM	1	2	3	4	5
24. Has published materials relating to administration.					
25. Has a sense of humor.					
26. Has given evidence of stability and integrity when under pressure.					
27.					
28.					
29.					
30.					

ADDITIONAL COMMENTS AND SUGGESTIONS

APPLICATION FOR SUPERINTENDENT OF SCHOOLS

(name of school district)
(address)

1. Applications, materials, and inquiries should be directed to the President of the School Board. Applicants are requested not to contact individual members of the Board of Directors unless specifically asked to do so.

   (name and title of individual)
   (address and telephone number)

2. Applicants should also arrange to have their confidential placement file sent to the address above.

3. Applicants should enclose a personal letter stating why they want this position and expressing something of their educational philosophy, long-range goals and outstanding accomplishments.

4. If there is insufficient space for your answer, attach a sheet of paper with your name on it and indicate which number(s) you are continuing.

==========

I. PERSONAL INFORMATION:

Name_____ Date of Birth_____

Home Address_____ Home Phone_____

City_____ State_____ Zip_____

Height_____ Weight_____ Date of Last Physical Exam_____

May we inquire of your physician regarding your health?_____

What's his/her name and address?_____

Graduate of _____ High School in_____ Date_____

==========

II. PRESENT EMPLOYMENT:

Title of Present Position_____

Employed by_____ Bus. Phone_____

Business Address_____

No. of Students_____ No. of Certificated Staff_____ Classified_____

Length of Time in Present Position_____

Present Contractual Relationship_____

III. OPTIONAL INFORMATION:

Marital Status_____ Number and Ages of Dependents_____

Have you ever been convicted of a felony? If so, explain_____

IV. EDUCATION AND PROFESSIONAL PREPARATION:

Institution (name and location)	Inclus. Dates (month/year)	Degree and/or Certificate	Major	Minor	Qtr.

V. CERTIFICATION:

I hold a Washington State superintendent's credential (certificate) issued by the Superintendent of Public Instruction.

Yes____ No____

VI. EXPERIENCE--Teaching and Administrative:
(list in reverse chronological order)

Position Title	Dates (month/year)	Employer & Location	Reason for Leaving

VII. OTHER PERTINENT EXPERIENCE:

Position Title	Dates (month/year)	Employer & Location	Comments

VIII. MEMBERSHIPS--PROFESSIONAL: (Indicate offices held, if any)

IX. HONORS, AWARDS, ACCOMPLISHMENTS: (Scholarships, articles or books authored, honorary degrees, citations, special recognition, lecturships, workshops, major addresses, etc.)

X. COMMUNITY ACTIVITIES: (Voluntary and community service clubs, etc.)

XI. REFERENCES: Please list four references who may be contacted, preferably recent employers. If you wish to reserve the confidential status of your application at this time, indicate your reservations on the following page.

Name	Title	Address	Telephone

LIMITATIONS ON CONTACT OF REFERENCES:

_____

_____

_____

_____

==========

XII. PERSONAL ATTRIBUTES: List three or four personal attributes which you feel help assure your success as a superintendent of the _____ School District.

_____

_____

_____

==========

I certify that the information listed on this application is accurate and true.

_____ _____

Signature Date

LETTER TO PLACEMENT BUREAUS TO ANNOUNCE THE VACANCY

Make any changes in this letter that your situation warrants.

Date

Name
Title
City, State, Zip

Dear_____:

Enclosed are copies of:

a) the announcement of the vacancy for the position of Superintendent in the _____School District in (city and state).

b) our employment application form for this position.

Please forward copies of this material to those candidates who you feel meet the criteria listed in the announcement. Additional copies are available upon request.

If you have questions concerning this position, please contact me. My telephone is (area code and number).

Your assistance in informing qualified candidates about this position will be greatly appreciated.

Sincerely,

Name
Title

Initials

Enclosures

LETTER TO ACKNOWLEDGE RECEIPT OF APPLICATION

Make any changes in this letter that your situation warrants.

Date

Name
Title
Address
City, State, Zip

Dear_____:

On behalf of the _____ School Board, I am writing to acknowledge that we have received your letter of application and other supporting documents which are the first steps in the application procedure for the position of superintendent of our district.

We appreciate your interest in our district and assure you that your application will be carefully considered.

Sincerely,

Name
Title
Initials

SUBSTITUTE THIS FOR THE FIRST PARAGRAPH IF YOU RECEIVE ONLY A LETTER OF APPLICATION

Thank you for your letter indicating an interest in the position of Superintendent of the _____ School District. Please complete and return the application form which is enclosed. If you have not already forwarded your up-to-date placement file, please do so. Your application will not be considered until you have the application form, placement file and transcript of record* on file.

The announcement of vacancy which is enclosed provides information concerning the timetable, criteria, salary, and procedures.

*If desired by the board

LETTER TO TOP GROUP AFTER INITIAL SCREENING

This letter lets your best candidates know that you are interested in them. It should be a personalized letter.

Date

Name
Title
Address
City, State, Zip

Dear_____:

On behalf of the Board of Directors, I want to thank you for your application and interest in the Superintendency of our district.

The initial screening has been completed and the list of candidates receiving consideration has been narrowed from_____to _____. It is a pleasure to inform you that you are among the candidates still under consideration. We will do further screening and invite the finalists to our district for interviews.

(Add, if appropriate:)

If you do not currently hold a valid superintendent's credential for the State of Washington, please submit a letter from the Certification Division of the Office of Superintendent of Public Instruction stating that you qualify for this certificate. That official's address is Old Capitol Building, Olympia, Washington 98504.

You will receive further information in the near future.

Sincerely,

Name
Title
Initials

LETTER INVITING APPLICANT TO AN INTERVIEW

Make any changes in this letter that your situation warrants.

Date

Name
Title
Address
City, State, Zip

Dear_____:

This letter is sent to confirm our telephone conversation regarding your interview with the Board of Directors of the_____School District. As agreed, the Board looks forward to meeting with you at (time) (date) and (place).

Enclosed are materials concerning the district which will be of interest to you.

OPTIONAL ITEMS TO LIST HERE:

1. district budget
2. school board policies
3. statement for physician to complete
4. questions to be asked in the interview

You are invited to bring your spouse. We will be pleased to take him/her on a tour of our community.

Sincerely,

Name
Title
Initials

Enclosures

THIS GOES IN LETTER INVITING APPLICANT TO AN INTERVIEW

(STATEMENT FROM APPLICANT'S PERSONAL PHYSICIAN)

This is an optional, but highly recommended, procedure.

TO: Personal Physician of (applicant's name)

FROM: Board of Directors
_____School District

Address
City, State, Zip

(Candidate's name) is a candidate for the position of Superintendent of Schools of the _____School District.

The position of Superintendent of Schools frequently requires long hours of work, often under stressful conditions. We will appreciate a statement concerning the state of (applicant's name) health and his/her potential to assume such a demanding, time-consuming position.

We appreciate your assistance and will keep your statement confidential.

==========

Physician's Comments:

_____ _____
Applicant's authorization Physician's signature

_____ _____
Date Date

(Send a stamped self-addressed envelope with this form letter.)

LETTER TO CANDIDATES WHO DID NOT GET AN INTERVIEW

This letter can either be sent to noninterviewed applicants at the time they are screened out or after the interviews but before the final selection is made. If it is sent out when the final selection is announced, the winner's name shoud be announced and the letter modified.

Date

Name
Title
Address
City, State, Zip

Dear_____:

On behalf of the Board of Directors and our community, I wish to express our appreciation for your application and interest in the superintendency of the _____School District.

Your application was studied with care and assessed in terms of our district's leadership needs. It was a most difficult job to narrow the field from_____applicants to_____who were invited to interview in the district. The finalists all had the experience in education that we were particularly seeking. We are sorry that we could not invite you for an in-district interview.

Again, our thanks to you and our best wishes for your continuing success as an educational leader.

Sincerely,

Name
Title
Initials

ANNOUNCING THE SELECTION

First: *Inform the candidate by telephone. Secure acceptance and agreement upon timing regarding a public announcement.*

Second: *Communicate with all unsuccessful candidates.*

Third: *Inform the school staff, management first.*

Fourth: *Issue a detailed release to all news media simultaneously. Seek to build a desirable image for the new employee so that he/she is helped in getting off to a good start.*

SAMPLE LETTER TO ANNOUNCE WHO IS SELECTED

SEND THIS LETTER TO: Faculty
All applicants
All placement bureaus you contacted

Date

Name
Title
Address
City, State, Zip

Dear_____:

The Board of Directors is pleased to announce that (winner's name) has accepted the position of Superintendent of Schools for the _____ _____School District.

(Winner's name), who will report for duty on (date) will replace (present superintendent's name) who is (retiring) (resigned) (or state his/her new job).

Sincerely,

Name
Title
Initials

SAMPLE SAMPLE SAMPLE SAMPLE SAMPLE

SUPPLEMENTAL EVALUATION FORM FOR FINALISTS

(Preferably to be accomplished by telephone)

(name of applicant) is being considered for the position of Superintendent of the _____ School District. We would appreciate your candid assessment of this candidate's qualifications for such a position. How do you compare this candidate with other educational administrators in terms of the following qualifications and characteristics? Please mark an "X" in appropriate column.

Characteristics and Qualifications	Top 5%	Top 10%	Top 25%	Top 50%	Bottom 50%	No Basis to Judge
(Enter characteristics and qualifications relevant to your situation)						

Would you employ this candidate if he were an applicant for this position in your district? yes_____no_____. If no, please explain.

What is your relationship to the candidate?

During what period of time have you known and worked with the candidate?

_____ _____

Date (Evaluator's signature)

The candidate is aware that we are requesting supplemental evaluations concerning him/her. Your prompt reply will be greatly appreciated. A stamped return envelop is enclosed.

(Signature of Board President)

EVALUATION OF INTERVIEW

Candidate's Name _____ Board Member's Name _____

Please mark an "X" in the appropriate column to indicate your perception of this candidate in reference to the item. A "1" is the highest rating and a "5" is the lowest rating. If you have no opinion, mark column 6.

ITEM	1	2	3	4	5	6	COMMENTS
PERSONAL QUALITIES							
Appearance							
Voice and/or Speech							
Personality							
Mannerisms							
Poise							
Enthusiasm							
Tact							
Sense of Humor							
AIMINISTRATIVE COMPETENCIES							
Business Management							
Curriculum							
Personnel Procedures							
Negotiations							
Public Relations							
Decision-Making Ability							
Community Leadership							

OVERALL EVALUATION: Check the item which summarizes your evaluation of this candidate:

_____ This IS what we are looking for in our superintendent.

_____ This COULD BE what we are looking for in our superintendent.

_____ This is NOT what we are looking for in our superintendent.